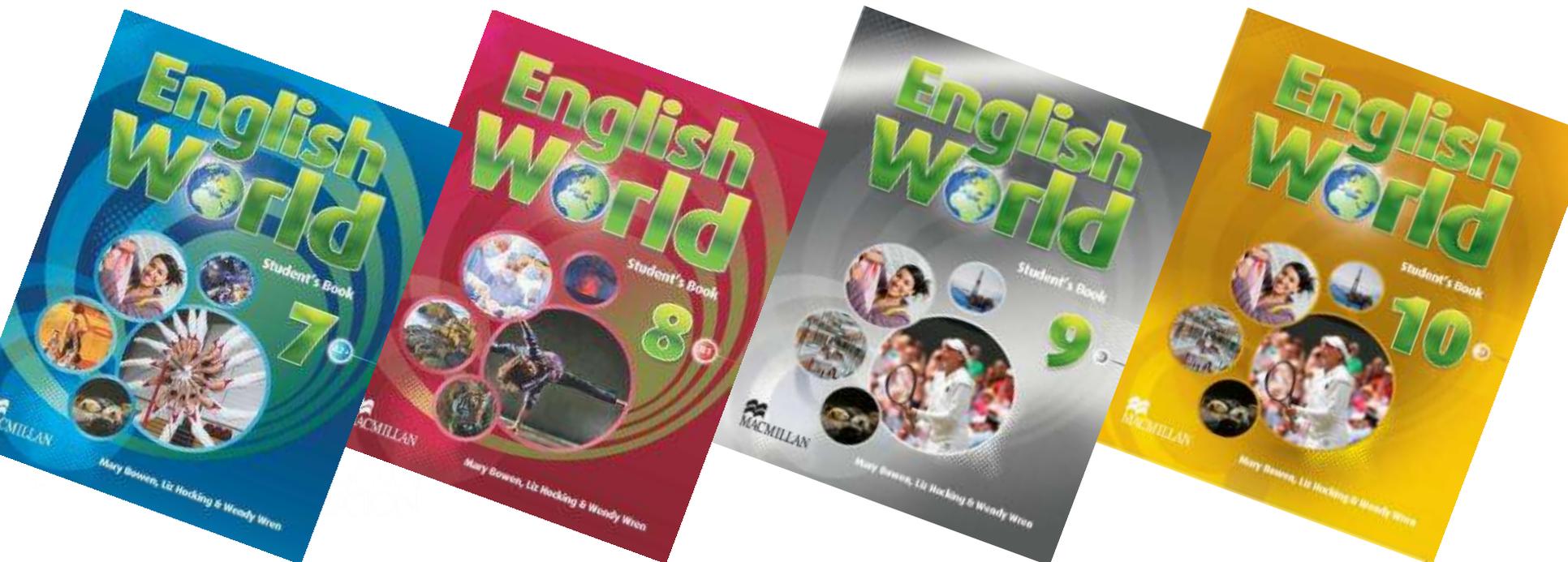


English World

Growing along with your students



Paul Drury

International Primary Publisher,

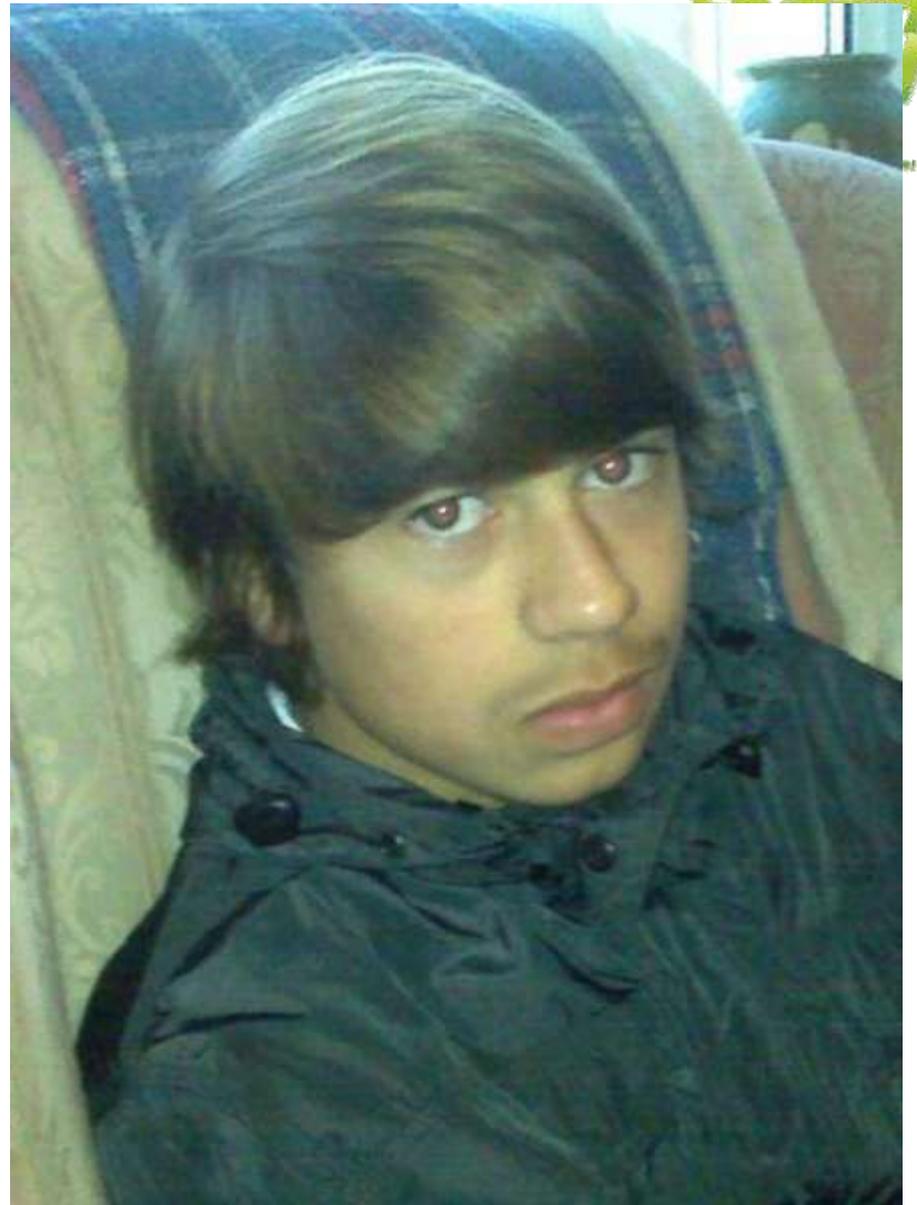
Macmillan Education

p.drury@macmillan.com

What I'll talk about

- From child to *screenager*
- Highlight how English World complements the child's development
- Talk through some of the special features of the course.









At what age do children tend to...



1. respond well to opposites and absolutes
2. have an idea of the way language works
3. think they know it all
4. be fascinated by extremes and realistic detail
5. want the familiar to be made strange and wonderful
6. need concrete experiences and immediate goals
7. think in more abstract ways

Children aged around 6+...



- Tend to respond well to opposites and absolutes
- Want to know how to feel about the world
- Need stories to extrapolate meaning about the wider world.
- Need concrete experiences and immediate goals
- Often believe the world works in the same way they do

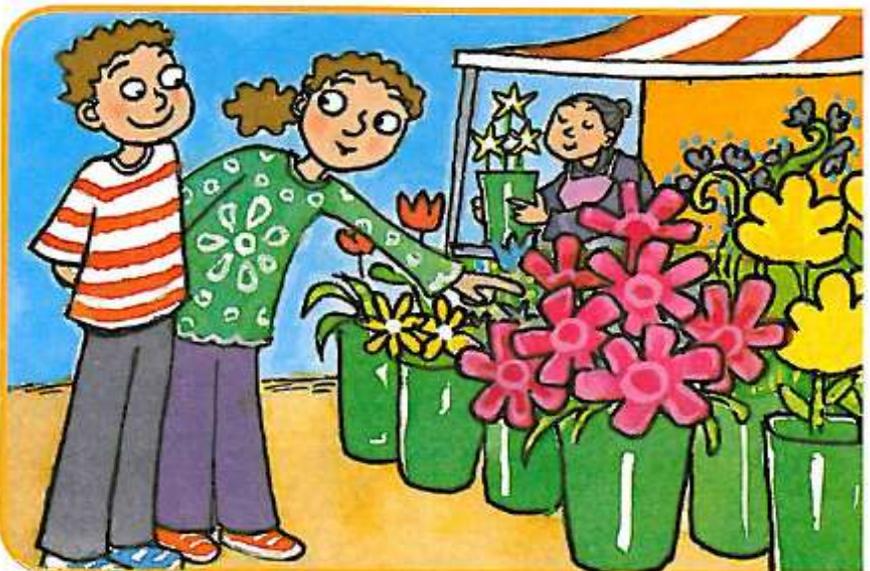
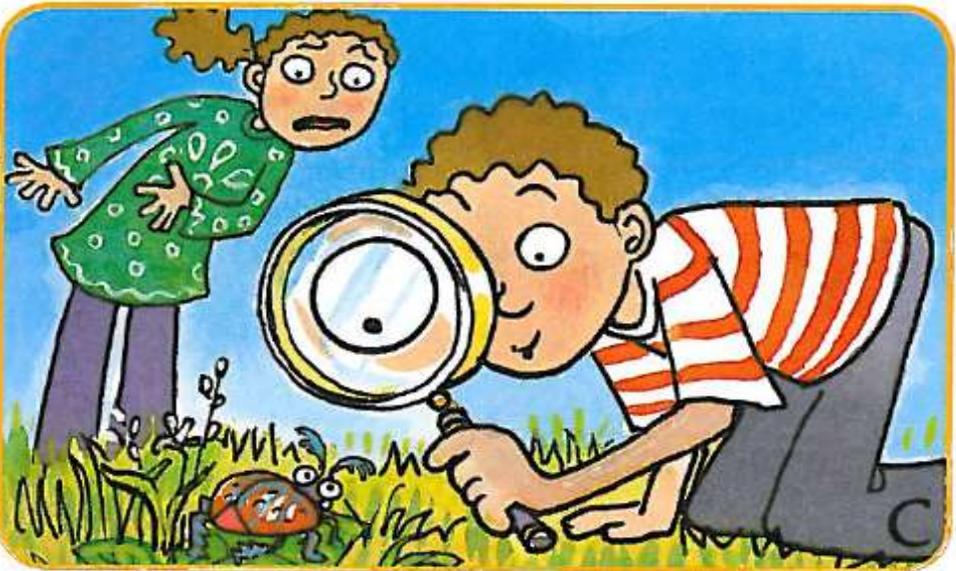
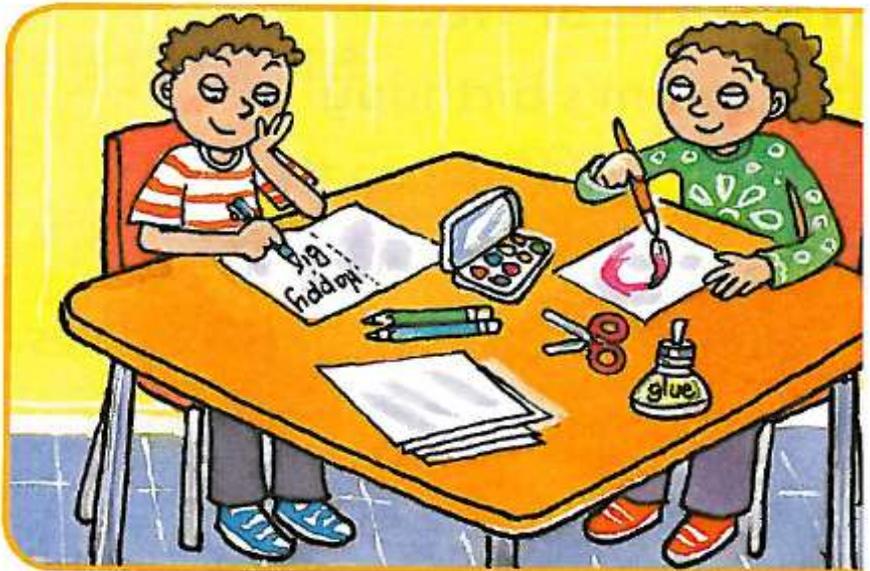
Based on the ideas of Kieran Egan

Listen to the children.

Listening



1  Look, listen and point.



Grammar

1 Look!



One lollipop.



Two lollipops.

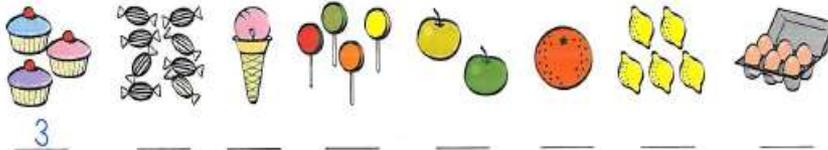


One cake.



Ten cakes.

Count and write the numbers.

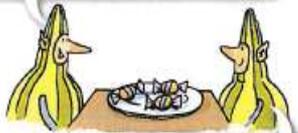


3

Point and say.

2 Look!

How many sweets are there?



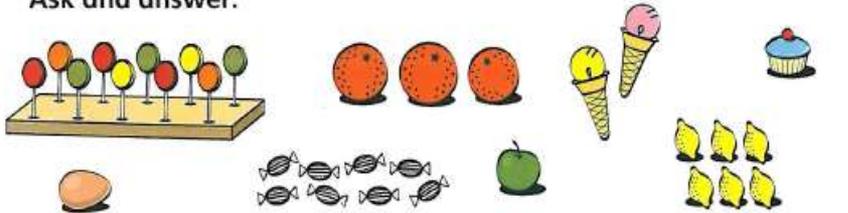
There are three sweets.

How many sweets are there?



There's one sweet.

Ask and answer.



- | | | | |
|---------------|-----------|------------|--------------|
| 1 ice creams? | 2 cakes? | 3 oranges? | 4 sweets? |
| 5 eggs? | 6 lemons? | 7 apples? | 8 lollipops? |

Unit 5 Grammar: Plural nouns, How many sweets are there? There are ten sweets.

Grammar in conversation

1 Listen.



How many sweets are there?

Is there one sweet?

No.

Are there two sweets?

Yes.

One for you and one for me.



Yes. Here you are.

Thanks!



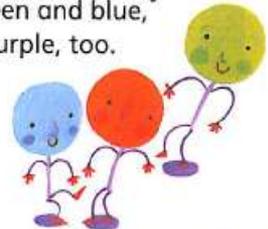
2 Listen and say.

3 Now you!

4 Listen and say.



Red and yellow, green and blue,
Orange, pink and purple, too.
Rainbow lollipops,
Lolli, lolli, lollipops.
Rainbow lollipops,
Just for you!



Grammar in conversation: Is there one sweet? Are there two sweets? Unit 5

2  Listen and read.



What have you got in your lunchbox?

Sandwiches. I always eat sandwiches for lunch.

I always eat sandwiches, too. What else have you got?

I've got an apple and a banana.

I sometimes eat fruit. Today I've got crisps.

Have you got a drink?

Yes, I've got milk.

Ugh! I never drink milk. I don't like it.



3  Listen and say.

Children aged around 8+...



- Are developing a sense of the world around them
- Tend to be fascinated by extremes and realistic detail
– want to explore the exotic
- Want to use their imagination to its full capacity
- The familiar should be made strange and wonderful
- Still need stories, especially ones featuring heroes and heroines.



Let's listen to music!

Do you like music? Do you listen at home? Look at the pictures on these pages. These machines play music. There are old machines and new machines.



cylinder.....

First there was the phonograph. Thomas Edison invented it in 1877. He recorded music onto the cylinder. The cylinder is wood and metal. It turned round and round. It played the music.



disc.....

After that there was the gramophone. It played round, flat discs. There were songs on the discs. Usually, there was only one singer and a piano.

Many people liked these big gramophones. A family listened together in their living room.



Next, people invented the microphone. They recorded big bands. There were lots of drums, trumpets and singers. It was very exciting. Lots of people wanted the music.



microphone.....



The new gramophones were smaller. They were plastic and wood. The plastic was bright and colourful. The discs were plastic, too, and they were big.

Later, people invented a smaller plastic disc. It was the CD. You can play a CD on a small machine. This is a CD player. You can easily use this in your bedroom.

CD.....



This is a very small machine. It's an iPod*. People can listen to music in the street or on the bus. They use earphones.

earphones.....

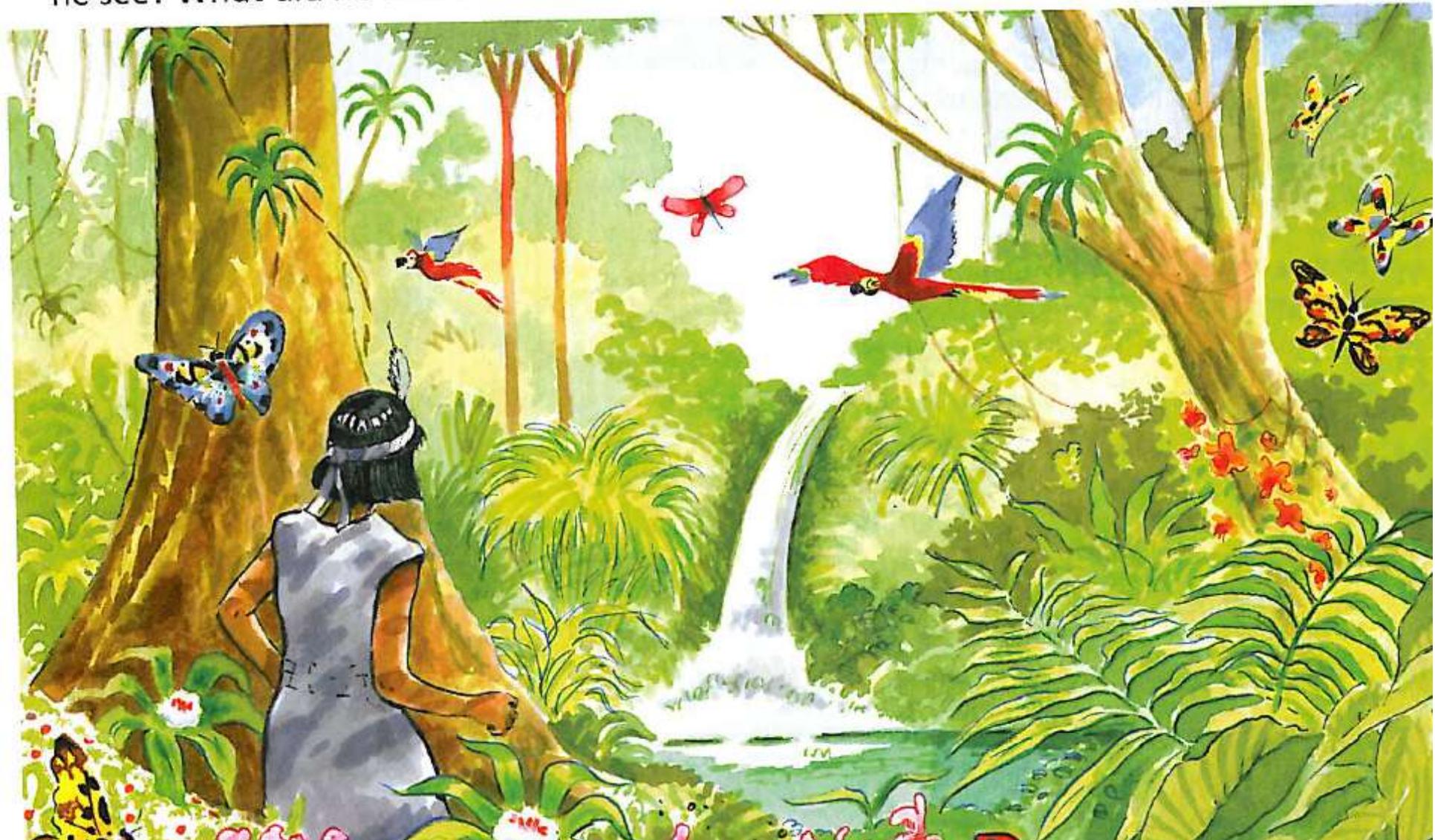
This boy is listening to a very big band and the music player is in his hands!



Class composition

1 Read then talk about the picture.

Poma, the Inca messenger, ran through the forest. He came to a pool. What did he see? What did he hear?



Reading

How do they do that?

The city streets are busy today. People are walking through the market. There are shops and colourful stalls – and there are street shows!

This woman is a juggler. She is wearing colourful clothes. Sometimes she juggles with balls. Today she is juggling with long, fat sticks. She throws a stick into the air, then another and another and another. She catches each stick. Then she quickly throws it again. The sticks go round in a circle. She is juggling. A small boy is watching her. It's amazing!



This man is a fire blower. He holds a stick. There is a small flame at the end. He blows over the small flame. He must be careful. There is fire! How does he do it?



This man is a stilt walker. He is taller than the walls around the park. He is the tallest person in the park. His clothes are very long. Does he look funny? He is walking on stilts. The stilts are under his trousers. Stilt walking is not easy. He mustn't fall down.



stilts



This man is a puppeteer. He has a dragon. There are strings on the dragon. He pulls the strings and the puppet moves like tiny people and animals.

A reporter is talking to the puppeteer. Let's listen.

Reporter: Did you make your puppets?

Puppeteer: Yes, I made all of them.

Reporter: What did you use?

Puppeteer: I used wood. I always use wood.

Reporter: Why?

Puppeteer: Because I can cut it easily. Look at this puppet's head. Next I cut long, thin pieces. They were the legs. I cut a fatter, wider piece. That was the body.

Reporter: What did you do next?

Puppeteer: I made the clothes. Then I fixed the strings on the puppet.

Reporter: What is this puppet?

Puppeteer: He's a boy. His name is Jack. This puppet is the boy's mother. This puppet is the biggest. He is the giant.

Reporter: Are these puppets for *Jack and the beanstalk*?

Puppeteer: That's right. That's the show today. It's starting now.

Children aged around 11+...



- Can think in more abstract ways
- Are developing the ability to organise their learning and information
- Are developing hypotheses about the way language works
- Adolescence
- Tend to think they know it all.

2 Think, write and say.

Is there anything you don't have which you would like to have?

Is there anything you can't do which you would like to do?

Are you happy about the way you look? Would you like to be different?

I wish I had ...



I wish I could ...



I wish I was ...



I wish I didn't ...



3 Let's talk!

What's the matter?



I'm feeling a bit fed up.



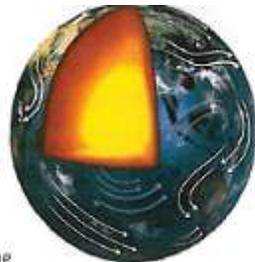
Useful phrases

What's the matter?

Now what?

Don't be silly.

Energy from nature



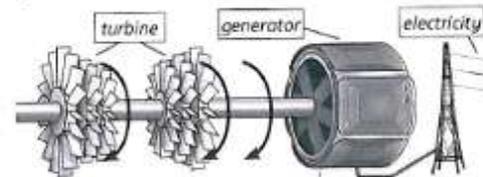
Reading **Energy is all around us**

Power from the Earth

The Earth has natural energy. This energy is renewable. It never runs out. The rocks under the ground are hot and liquid. They make heat. The water in the oceans, rivers and seas is moving all the time. Winds blow around the planet.

Using natural energy

Natural energy can turn a turbine. People have used turbines for thousands of years. Windmills and waterwheels are simple turbines. A turbine is a machine that is turned by wind or liquid. When it turns, it makes energy. A generator makes this energy into electricity.



Recently, scientists and engineers from around the world met to discuss natural energy. They said that they wanted to find new ways to use it. They tried new ideas and now there are several ways of using natural energy to turn turbines.

Wind



The wind turns the blades. These turn the turbine. The generator makes electricity and sends this power along the lines.

Tides



The sea moves around coasts. It moves towards the land then it moves away from the land. These movements are called tides. When the tide moves towards the land, the sea water moves some way up wide rivers. Sometimes, a barrier is built across the river. When the tide moves up the river, the energy in the water turns turbines and makes electricity. When the tide goes out again, more energy is produced.



Water moves in many different ways on our planet. The waves in the sea and the water in rivers and lakes can give us natural energy, too.

Power from the sun

The sun gives us heat and light. Every minute enough energy arrives at the Earth to give us all as much power as we need for a whole year. We have only learned how to use a tiny amount of it.

Solar cells

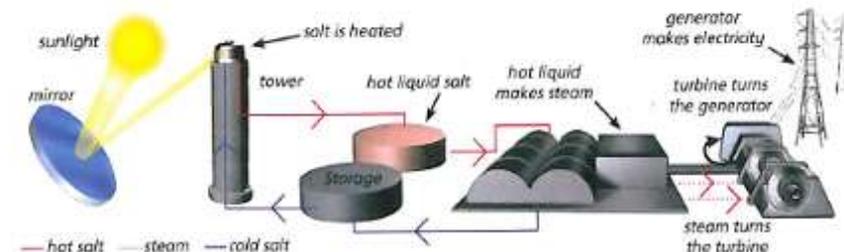
Solar cells make sunlight into electricity. They power satellites. Many calculators are powered by solar cells. Solar cells can put power into batteries.



Solar power stations



Solar power stations are built in hot, sunny places. This one is in California, USA.



Hundreds of mirrors are arranged around a tall tower. As the sun moves across the sky, the mirrors turn so that they are always facing the sun. The mirrors reflect sunlight onto the top of the tower. It gets very, very hot. Liquid salt at the top of the tower is heated by the sunlight. The hot liquid is used to make steam. The steam turns a turbine. The turbine turns a generator. The generator makes electricity. Solar power stations are very expensive to build but the energy they use – sunlight – costs nothing at all.

Unit structure comparison



Lower levels

1. Poster
2. Grammar
3. Reading
4. Phonics
5. Listening
6. Writing

Higher levels

1. Poster
2. Reading + Reading comp
3. Grammar
4. Spelling + U of E
5. Writing
6. Listening

*Any teacher that can be
replaced by a machine
should be*

Arthur C Clarke

EW 7: Moving from Primary to Secondary



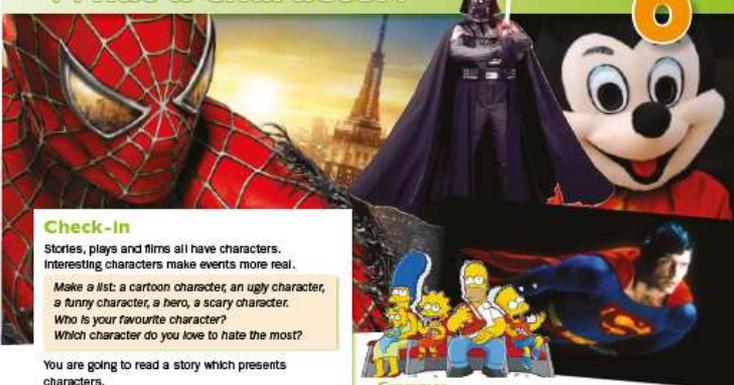
- A clear secondary approach
- Focus on literacy
- Dovetailing of material
- Predictable structure
- Study skills (transferable skills)
- Critical thinking and personalisation strands
- Learner autonomy
- Student and Teacher digital components

Key Features: Intro



What a character!

6



Check-in
Stories, plays and films all have characters. Interesting characters make events more real.
Make a list: a cartoon character, an ugly character, a funny character, a hero, a scary character.
Who is your favourite character?
Which character do you love to hate the most?

You are going to read a story which presents characters.

Reading

- Stories are usually written in the **past tense**.
- A **descriptive story** uses carefully chosen words to create an impression of the **characters**.
- Authors have several ways of presenting a character. Here are two:
 - how the person **looks**
 - how the person **behaves**.

Stories are **fiction**. What does **fiction** mean?
What does that tell you about the characters?

- These words are in the story:
wait **screwdriver** **scrutinise** **expression** **forehead**
eyebrow **chin** **concentration**

What do they mean? Check in your dictionary.

Vocabulary and spelling

- Learn words to do with a person's appearance and a craftsman's tools.

Name three different tools you already know.

- Learn about words ending **ate** and word classes.
- Learn about spelling words with silent **c**.

Grammar

- Practise **articles** *a/an, the*; no article.
- Practise **verb + infinitive**: *I want to visit Greece.*
- Learn **verb + ing**.
- Practise **phrases with stand**.

Writing

- Learn features of **character writing** from:
 - how the person **looks**
 - how the person **behaves**.
- Write **descriptions** of characters from:
 - how they **look**
 - what they **do**.

Listening

- An **interview** with a factory worker.

What factories do you know about? What goods are made there?

- Laura, Ross, Holly and Jack discussing **jobs** they would like to do.
- A girl talking about the **career** she wants.

Speaking

- Talk with friends about **plans for jobs**.
- Tell the class about **your future career**.

57

Check-in page (prep work):

- Activates prior knowledge
- Encourages brainstorming
- Promotes learner autonomy
- Prepares students for the unit theme and topic
- Gets students excited
- Introduces key objectives

Reading

Reading

Mr Duffy's workshop



Grandfather wanted George to go to Mr Duffy's house to collect a present. The present was for George's little cousin, Sally. "Mr Duffy phoned this morning," Grandfather told George. "He's finished. Would you mind going now?" George didn't mind going at all. He loved to go to Mr Duffy's house at any time. He loved talking to Mr Duffy about his work. Most of all, he was fascinated by Mr Duffy's tools.

A few minutes' walk brought George to a tall house. He knocked on the old wooden door. After a few moments, Mrs Duffy opened it. "Come along in, George," she said. "Mr Duffy is in the workshop." She walked ahead of George along a short passageway and stopped at the open kitchen door. George caught a glimpse of bowls of plums and peaches on the kitchen table. A delicious smell of simmering fruit wafted past his nose. Mrs Duffy pointed to an open doorway, where bright sunlight fell across the single step. "You know your way, don't you, George?"

George nodded. "Thank you, Mrs Duffy," he said.

George stepped into the small courtyard, brilliant with flowers cascading in streams of white, pink and crimson from pots on the window sills. In one corner a peach tree drooped its branches, laden with golden fruit. Near the tree, a door stood open. George crossed the courtyard and stepped inside Mr Duffy's workshop. This was one of George's favourite places in all the world and Mr Duffy was one of his favourite people.

Mr Duffy was leaning over his workbench. On the wall beside him, clean but well-used screwdrivers, chisels and pliers of varying sizes were ranged in neat racks alongside hammers and saws. Rows of tiny paint pots and varnish stood on narrow shelves with fine, delicate brushes in long plastic boxes and pots of screws and nails. Mr Duffy's glasses were perched on the end of his nose and he was looking carefully at a thick piece of wood. He ran his long fingers gently over the surface. He was frowning a little with an air of concentration. He scrutinised the wood for a few seconds then he stood up straight with an expression of satisfaction. At that moment, he noticed George and turned towards him with a welcoming smile.

-A variety of text types and genres: stories, leaflets, recipes, biographies, articles, ads, blogging, playscript, etc.

-Meaty reading (with audio)

-Closely linked to the writing task of the unit

Key Features: Grammar



Grammar

1 Read.

Grandfather wanted George to go to Mr. Duffy's house to collect a present. The present was for George's little cousin, Sally. George was happy to go. He soon arrived at a tall house and knocked on the door. Mrs. Duffy opened it and invited him in. In the kitchen George noticed bowls of plums and peaches on the table. A delicious smell of simmering fruit wafted past his nose.

Flowers filled the small courtyard. The flowers were white, pink and crimson. In one corner stood an old peach tree and near the tree was a small open door. It was the door to Mr. Duffy's workshop. George stepped inside. Mr. Duffy was leaning over his workbench. Tools were hanging on the wall behind him. The tools were well-used but clean.



2 Answer these questions.

- 1 Why did George go to Mr. Duffy's house?
- 2 Who was the present for?
- 3 What did George see in the kitchen?
- 4 What could he smell?
- 5 What was the courtyard full of?
- 6 What colours were the flowers?
- 7 What kind of tree was there in the courtyard?
- 8 What was near the tree?
- 9 What did George see on the wall of the workshop?
- 10 Can you describe the tools?

3 Remember!

When you talk about something for the first time, use *a* or *an*. When you mention it again, use *the*.

Make sentences.

- 1 George – collected – present
present – for – cousin
George collected a present.
The present was for his cousin.
- 2 George – arrived – tall house
house – belonged – Mr. Duffy
- 3 George – noticed – old tree
tree – in – corner
- 4 Mrs. Duffy – holding – bowl
bowl – full – fruit

4 Remember!

We use *the* when we know there is only one of something.
George knocked on the door.



Find some more examples in the text above.

5 Remember!

With plural nouns and uncountable nouns we use no article when we are speaking in general.
When we are speaking about something specific, we use *the*.

I like strawberries but the strawberries that I bought aren't sweet.
We can't live without water. The water in our river is polluted.

Make sentences.

- 1 animals – the animals
- 2 music – the music
- 3 rain – the rain
- 4 sweets – the sweets
- 5 fruit – the fruit
- 6 trainers – the trainers

Grammar spread:

- In context

-Transparent

-Controlled and open-ended practice

-Remember rules and examples

-Level characters and international community at the heart of dialogues and listening activities

Writing

Writing features

Portraying character

Character: In stories have to be more than 'just a name'. We need to know what they look like and what sort of people they are.

Past tense:

Stories are usually written in the past tense.

He knicked on the old wooden door.

Mr Duffy was leaning over his workbench.

Find five more examples of the past tense in the story.

Physical appearance

The author tells us a lot about the character, Mr Duffy. She tells us about what Mr Duffy looks like – his physical appearance.

extremely tall extremely thin

He had a large nose and a broad forehead ...

Find descriptions in the story that tell you about:

- his hair
- his fingers
- his eyebrows
- how he was dressed

Personality

The author tells us about what Mr Duffy did. This helps to understand what sort of person he is – his personality.

He took pride in his work.

... he was looking carefully at a thick piece of wood.

Choose what these sentences tell you about Mr Duffy.

- He was frowning a little with an air of concentration.
- He stood behind the wood for a few seconds then he stood up straight with an expression of satisfaction.
- At that moment, he noticed George and turned towards him with a welcoming smile.



Writing spread:

- Reading text in unit as model
- A variety of writing tasks
- Guided discovery of feature
- 3-stage approach to skill:
 - Model
 - Group task
 - Individual task (in WB)
- Vocab support

Writing together

6

In the story extract, the only thing we know about Mrs Duffy is that she is a good cook. As a class you are going to write a **description** of Mrs Duffy cooking in her kitchen.

1 Mrs Duffy's **appearance**. In pairs agree the answers to these questions.

- Is she tall or short?
- What colour is her hair?
- Does she wear glasses?
- Does she have a friendly face?
- Does she smile?
- Is she fat or thin?
- What colour are her eyes?
- Does she wear an apron?
- Does she look happy/sad?
- Does she frown?



2 Mrs Duffy's **personality**. In groups, choose words from the boxes below, or use your own ideas.

How does she measure the ingredients?

carefully carelessly messily neatly

How does she stir or mix?

energetically slowly thoughtfully clumsily

How does she keep her kitchen?

tidy untidy clean dirty

What does she do while she works?

sing whistle mutter stay silent

How do you think she feels about her work?

enjoys it doesn't enjoy it doesn't care



3 Write a **description** of Mrs Duffy cooking in her kitchen.



How go in WB p.11

Exam Practice Book



Test 8

5 Write these words under the correct picture. You don't need all the words.

headfarer stall pedicabian chef parkable ~~fragrite~~ trash landside vaccination limestone



Example
Staple

1 _____

2 _____



3 _____

4 _____

5 _____

6 Complete these sentences with the correct words from the box.

break bring catch do get go
make stand shut take turn go

Example

You should go a list of things to buy before you go to the shops.

- Maha didn't _____ any photos of her trip because she lost her camera.
- There's a lot of traffic today. Let's leave the car at home and _____ a train.
- Modern cars don't _____ down very often if they are well looked after.
- I'm tired of these shows. I'm going to _____ rid of them and buy another pair.
- Das missed the train. What time is he going to _____ up at work?
- To be safe you ought to _____ off the electricity before you start work.
- I usually cook and my husband and daughter _____ the dishes.
- Lisa felt unwell. She let one day _____ by and then she called the doctor.
- Students in Haseem's class are polite and always _____ up for visitors.
- Faisal had to go to New York so he had to _____ toward his holiday by a week.

Progress charts

Unit Test 8 English World 7 Units 1-12

Section	Test Score	Out of	Total Score	Comment
Grammar and Vocabulary		30	1-35	Very Weak
Listening		20	36-55	Weak
Reading		20	56-75	Pass
Speaking		15	76-89	Merit
Writing		15	90-100	Distinction
Total Score		100		

Comments by Section

Section Scores	15	20	30
Very Weak	0-8	0-7	0-9
Weak	8-7	8-10	10-18
Pass	8-11	11-14	17-21
Merit	12-13	15-17	22-28
Distinction	14-15	18-20	27-30

Test Tips

- Make sure you read the questions carefully before you answer them.
- Use the questions and sentences in the listening test to try to guess what information you will hear.
- In the listening exercises you hear the test twice. Don't worry if you can't answer all the questions after the first listening.
- In the reading exercises where you have to match headings to texts, read all the texts first before doing the exercise.
- In the listening and reading exercises look carefully at the question words (how many, when, what, etc.) to make sure you answer with the right kind of information.
- You don't have to write a long answer or a complete sentence when you answer.
- In multiple-choice questions (when you have A, B and C answers), if a word is in the question, it does not mean this will always be the correct answer.
- Read the instructions carefully before you start speaking in your speaking test.
- Always speak in the speaking test. You cannot get marks if you don't.
- In the writing exercises make a short plan before you write and check your work when you finish.
- Always check your answers after you have finished a section.

Digital components – 2 per level

Workbook CD-ROM

- Packaged inside Workbook
- Complete Student's Book audio for use at home
- Interactive pronunciation chart
- 12 pronunciation worksheets focusing on sounds, word stress, and rhythm and intonation
- Interactive games to practise vocabulary, grammar and dictionary work

Teacher's Digibook

- Digital Student's Book, including zoomable activities, complete Student's Book audio and full answer keys
- Teacher training videos, showing a teacher using *English World* in a real classroom
- Author videos highlighting key features of the course
- Methodology videos providing full teacher support

7 English World



Phonemic chart

Table of contents

Phonemic chart



ea



MACMILLAN

The Phonemic Chart, taken
from Sound Foundations
© Adrian Underhill 2010

i:	I	ʊ	u:	ɪə	eɪ	ɪː	X
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

10_Pronunciation

11_Pronunciation

12_Pronunciation

Answer key

Unit 11 worksheet

Unit 12 worksheet

7 English World



Units 1 & 2

Units 3 & 4

Units 5 & 6

Units 7 & 8

Units 9 & 10

Units 11 & 12

To summarise...

